Hartshill Academy
The best in everyone™
Part of United Learning

Careers Policy

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1. Vision

Hartshill Academy is committed to ensuring every pupil is inspired, informed and prepared for their future. Through a progressive careers programme, aligned with the Gatsby Benchmarks, Provider Access Legislation and the United Learning Secondary Careers Framework, pupils will develop the knowledge, experiences, skills and confidence required to make successful transitions into further education, employment and training.

2. Careers Entitlements

Hartshill Academy is committed to delivering the United Learning Careers Entitlements, ensuring all pupils have access to high-quality careers education, information, advice and guidance throughout their school journey.

All pupils will be entitled to:

- Access impartial careers information, advice and guidance.
- Participate in personalised careers planning and reflection.
- Visit a university or higher education institution by the end of Key Stage 4.
- Experience meaningful encounters with employers and employees.
- Participate in meaningful workplace experiences, including activities in Years 7-9 and work experience placements in Years 10-11, in line with current DfE guidance..
- Meet providers of technical, vocational and academic pathways.
- Receive support with interviews, applications and transition planning.
- Develop employability skills through curriculum and enrichment activities.
- Access financial education to support future decision making.
- Experience a curriculum where careers learning is embedded across subject areas.

We will also support the development of United Learning Careers Competencies including decision-making, critical thinking, teamwork, leadership, networking, creativity, self-awareness and communication.

Careers provision will be reviewed annually to ensure these entitlements are consistently delivered to all learners

3. Inspire and Aspire Road Maps

Careers provision at Hartshill Academy is aligned with the United Learning Inspire and Aspire Road
Maps.

These road maps outline progressive careers learning objectives from Year 7 onwards and support pupils in:

- Understanding themselves and their strengths.
- Exploring opportunities available locally, nationally and globally.
- Developing employability and enterprise skills.
- Making informed decisions about future education and career pathways.
- Preparing successfully for transitions into further education, employment or training.

Curriculum leaders will work alongside the Careers Leader to ensure careers learning objectives
are embedded within subject areas.

Key Stage 3

	My Future	My Self	My Skills	My Knowledge	My Opportunities	My Options
Year 7	To understand what a 'career' is and how school life and education shapes building a career pathway.	To recognise their own interests, skills and strengths through completion of the Future Skills Questionnaire.	To be able to define to the concept of 'employability skills' and their importance.	To understand the concept of 'labour market information' and identity features which will impact future job opportunities.	To meet a range of employers from various professions that explicitly challenge stereotypes.	To be able to define what is meant by 'Post-16' and 'Post-18' study.
Year 8	To be able to link their learning to future careers aspirations in the world of work.	To be able to articulate their aspirations academically, professionally and personally.	To have an awareness of their own employability skills and to engage in opportunities to develop these.	To understand other routes into employment, including self-employment, entrepreneurship, volunteering, traineeships etc.	To engage with speakers/providers that provide guidance and insights into both Further Education and Higher Education.	To be able to identify educational pathways including both academic and vocational routes.
Year 9	To engage with explicit opportunities, linked to subject areas, which support them to make informed GCSE choices.	To be able to write a CV, showcasing their skills, strengths and qualities, and know how to present themselves to employers.	To be able to define the concept of 'soft skills' and recognise their own transferrable skills through completion of the Future Skills Questionnaire.	To understand business structures and key legislation linked to the world of work and employment.	To engage with a range of STEM-based opportunities and challenge stereotypes surrounding this.	To be able to differentiate between academic and vocational routes, at Post 16 and Post-18, and identify how these support their aspirations.

Key Stage 4

Year 10	To engage with meaningful experiences of the workplace that support their aspirations and provide opportunities to demonstrate their employability/transferable skills.	To develop core literacy, oracy and digital skills to support in preparation for the work, and to have an understanding of the expectations of providers and employers.	To understand the importance of self-awareness, self-determination and self-improvement as a learner to achieve their potential.	To understand workplace safety and hazards and to know their rights and responsibilities in the workplace.	To interact with Post-16 providers to support their intended destination, with defined opportunities for feedback and reflection.	To have a secure understanding of the range of Post-16 options.
Year 11	To engage with personal guidance and support and support to explore educational and career options. To be provided with an action plan that establishes clear strategic goals for their Post-16 intentions,	To learn presentation skills and techniques to support their preparation for the world of work and to be able to reflect on their strengths/areas for development.	To understand the importance of continued improvement in both education and workplace settings and how to engage with this.	To be able to research the labour market for local opportunities and understand where growth sectors are, both locally and nationally, and how this can affect future employment.	To engage with a range of Post-16 encounters in order to make informed decisions on their options.	To have a clear, informed post-16 pathway and be supported in their approach to the application and transition to this, supported by the completion of the Future Skills Questionnaire.

4. Future Skills Questionnaire (FSQ)

The school will utilise the Careers and Enterprise Company Future Skills Questionnaire (FSQ) as part of its quality assurance and evaluation processes.

The questionnaire will be completed at designated points during Key Stages 3 and 4 to:

- Measure pupils' career readiness.
- Assess employability skill development.
- Identify potential barriers to progression.
- Inform future careers programme planning.

Data gathered will be reviewed annually and used to support continual improvement of careers provision.

5. Provider Access Legislation (PAL)

Hartshill Academy complies fully with the requirements of the Provider Access Legislation (PAL).

The school ensures that:

- A range of education and training providers are provided with opportunities to speak to pupils in Years 7 to 11.
- Pupils receive information about technical education qualifications and apprenticeships alongside academic routes.
- Encounters with providers are planned, meaningful and recorded.
- Parents and carers are informed of opportunities available through the careers programme.

A separate Provider Access Statement is published on the school website and reviewed annually.

6. Careers Leadership

The school will maintain a named Careers Leader with strategic responsibility for the careers programme.

The Careers Leader will:

- Be an appropriately qualified careers advisers holding, or working towards, a recognised Level 6 careers guidance qualification..
- Work closely with the school 's Enterprise Adviser and utilise Compass+ to track and evaluate provision.
- Participate in Careers and Enterprise Company professional development opportunities.
- Engage in local Careers Hub networks and professional communities.
- Lead annual reviews of careers provision against the Gatsby Benchmarks and United Learning expectations.
- Report regularly to senior leaders and governors on programme impact and development priorities

7. SEND and EHCP Support

Pupils with an Education, Health and Care Plan (EHCP) will receive enhanced careers support and transition planning.

From Year 9 onwards, annual reviews will include consideration of:

- Preparation for adulthood.
- Future education and training pathways.
- Employment aspirations.
- Independent living and community participation.
- Appropriate transition arrangements.

The Careers Leader will work alongside the SENDCo, pupils, families and external agencies to ensure appropriate support is provided.

8. Monitoring, Evaluation and Quality Assurance

The school is committed to continuous improvement and robust evaluation of careers provision. Quality assurance activities will include:

Gatsby Benchmark Monitoring

- Compass evaluations completed at least termly.
- Gatsby Benchmark progress reviewed by senior leaders and governors. The governing body will receive annual reports on careers provision, Gatsby Benchmark progress and destination outcomes.

Internal Review

- Annual audit of careers provision. (Internal Leadership Review)
- Annual review against United Learning Careers Entitlements.
- Evaluation of careers programme activities.

Pupil Voice

- Pupil surveys and evaluations following careers activities.
- Future Skills Questionnaire analysis.
- Focus groups and learner feedback.

Destination Data

- Monitoring of post-16 destinations.
- Analysis of NEET figures.
- Identification of groups requiring additional support.

Reporting

The Careers Leader will prepare an annual careers impact report outlining:

- Gatsby Benchmark performance.
- Programme strengths.
- Areas for development.
- Pupil outcomes and destination data.
- Priorities for the following academic year.

9. Website Information

The school website will include:

- Details of the Careers Leader and contact information.
- The careers programme for each year group.
- Provider Access Statement.
- Gatsby Benchmark progress.
- Personal guidance arrangements.
- Employer and provider engagement opportunities.
- Careers resources for pupils and parents.
- Programme evaluation and impact information.

The school website will be reviewed annually to ensure compliance with statutory publication requirements.